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ABSTRACT

This paper examines national enrollment trends of the recent past up to the present, considers some of the effects of these trends upon the Community College of Baltimore's enrollment, and suggests methods to cope with the Community College of Baltimore's particular problems that arise from enrollment fluctuations. The objective of this report is two-fold: (1) to provide an understanding of the drop in enrollment, and (2) to offer specific suggestions to cope with the enrollment decline at the college. (Author)

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A

SPECIAL REPORT

RECRUITMENT REPORT 2

JC 740 146

Douglas S. MacDonald

August 15, 1973

PREFACE

INTENT AND EFFECT

This writer was appointed as Recruitment Director in February 1973. At that time I presented to the Administrative Council, Senate Executive Committee, and to the Faculty Senate the intent of the Recruitment Effort. The intent of the Recruitment Effort was to establish a crisis crash program to head off a further serious enrollment decline in September 1974. I agreed to serve as Recruitment Director until June 1, 1973.

The Recruitment Director saw as his objective to initiate a Recruitment program and plan. At this time an evaluation of the total effect of the recruitment program would be premature. However, a sound Recruitment program has been planned and is operating and we have a beginning--a foundation to build on. C.C.B. has direction regarding the Recruitment Effort in the future. I believe that if the suggestions in this report are adopted and enforced then C.C.B. can cope with enrollment decline. I urge the reader to give deliberate thought and at the same time a sense of urgency to the Recruitment Program.

Intervening factors of money, allocation of time and personnel and the objectives of recruitment itself sometimes cloud the issues surrounding the recruitment effort. The President has the specific issues concerning the recruitment situation under careful consideration.

Because of the tight fiscal situation at C.C.B. many of the proposals presented in this report will have to be deferred. However, there are some recruitment techniques which may be able to be implemented at minimal or no cost.

I urge individual departments to develop their own recruitment efforts and co-operate with the office of admissions in establishing a recruitment program.

I wish to express my deepest thanks to all who have generously given their time to the involved and complex Recruitment Effort. I would feel remiss if I didn't express my sincere gratitude to the following individuals; without their assistance the Recruitment Effort would not have existed: Financial Aid Staff, Student Volunteers, Dr. Bard, Library Staff, Senate Executive Committee, Nelson Adlin, Dorothy Kendall, Mary Ann Mears, and H. Shell.

Complete Recruitment data collected while I was Recruitment Director shall be placed on Reserve in the Bard Library for all those interested in the Recruitment Effort. The data includes Reports, Taped Cassette information, and any and all collected data.

Respectfully submitted,

Douglas S. MacDonald

INTRODUCTION

This paper examines national enrollment trends of the recent past up to the present, considers some of the effects of these trends upon the Community College of Baltimore's enrollment and suggests methods to cope with the Community College of Baltimore's particular problems that arise from enrollment fluctuations. The objective of this report is two fold (1) to provide an understanding of the drop in enrollment, (2) to offer specific suggestions to cope with the enrollment decline at the Community College of Baltimore.

Note: Enrollment data presented in this report reflects Higher Education Institutions in general. Precious little information was available in regards to enrollment decline in the Community-Junior College Area.

Information pertaining to enrollment situations at C.C.B. was included in the first Recruitment Report, (obtainable upon request in the Financial Aid Office) and the enrollment data , per se, is obtainable in the Office of the Registrar.

TRENDS IN THE 1960'S THE RECENT PAST

From 1960 to 1970 higher enrollments increased 212 percent in public institutions and 38 percent in private institions. Aside from the sheer numbers that these percentages represent, there are several factors of social and economic importance present. Questions arise as to why so many more students continue their education beyond high school and why increases in enrollments is so much greater in public institutions than in private colleges and universities.

One of the major reasons for such a drastic overall increase in U.S. college and university enrollment is the dramatic increase in numbers of people born during the 1940's, resulting in more college age students during the 1960's. However, enrollment increases cannot be totally attributed to population growth. On the contrary, studies show that whereas 40 percent of all high school graduates pursued a college education in 1960,[2] more than 66 percent of all high school graduates pursued a college education in 1970.

There are two primary reasons why so many more students are availing themselves of high education. The first is purely one of economics. It has been seen in the past that a college graduate commends a better job and thus a higher salary than a high school graduate.[2] Whether this is because college graduates are better informed and better able to perform a job than high school graduates or because of the one-time scarcity of college graduates is not certain.[2] Nevertheless, the monetary reward for a college degree holder has been so great in the past that many students have encouraged to continue their education.

The other major factor influencing increased enrollments is that of social upward mobility and stability.[2] This is a particulary important factor for persons from low socio-economic backgrounds, but persons from middle or upper middle class backgrounds are also included. Where as students from blue collar families strive through education to become white collar workers, those from white collar families feel that they must continue

their educations in order to stay on top.

Recently, educational opportunities have been available to more persons than ever before, as a college education has come to be viewed as an inalienable right of the multitudes rather than a privilege of an elite few.[3] Vast sums of government money in the form of scholarships and loans have been made available to needy students previously denied access to education in order to bring into reality true equality of educational opportunity. In addition, open enrollment policies adopted at many state institutions have allowed those with poor academic records to continue their education by offering remedial work in the freshman year.

These increased opportunities have led to higher aspirations for students from low-income families. A comparison of similar surveys conducted by the Bureau of the Census in 1959 and 1965 of high school seniors reveals that twice as many students from the lowest classified income bracked (less than 3,000 a year) planned to attend college in 1965 than in 1959.[2]

PRESENT TRENDS AND FUTURE POSSIBILITIES

Since 1970, enrollment growth has been declining in both private and public colleges and universities at a rate precedented since World War II.[4] A survey of 2,417 colleges and universities across the U.S. in Fall, 1971 indicated that enrollments were up only 4.1 percent[4] as compared with an approximately 7 percent increase in 1970.[5] This drop in the rate of increase was followed by a mere 2 percent increase in higher education enrollments for academic year 1972-73.

The slow-down is greater at private institutions than at public colleges and universities. Where as the percentage of enrollment increase was only 2 percent overall in 4-year institutions in Fall 1972, the member institutions of the National Association of State Universities and Land Grant Colleges (NASULGC) reported an enrollment increase of 5.7 percent.[6]

However, even at the NASULGC institutions, a decline in the actual number of applications has occured for Fall 1973. Applications at these institutions numbered only 550,047 for academic year 1973-74 as compared to 573,026 for 1972-73, a rate decline of 4.01 percent. Despite the drop in applications at those institutions, enrollments are still expected to climb by 1.27 percent. Such an increase is accounted for by a decrease in the number of students rejected.

In regards to enrollment figures at Community and Junior Colleges the American Association of Community and Junior Colleges reports enrollment increasing at Community-Junior Colleges except for a decline in enrollment at Urban centered Community-Junior Colleges.[7] Community College enrollment figures also indicate that continuing education or evening school is increasing at an increasing rate and day school enrollment is decreasing at a decreasing rate.

As in the time of drastic increase in the number of students, the present slow-down in enrollments can be attributed primarily to financial and social conditions. Many potential students are finding that instead of pursuing a college education, due to personal financial needs, they must start working to support themselves or enroll in

short-term job training programs that will enable them to obtain financial security in a short period of time.[4] Other students find that money for student financial aid is tighter and therefore believe that they are not financially able to enter the college.[8] Still others have become disillusioned with the middle-class values that appear to be propagated by the higher education system, and thus have dropped out to search for modes of life other than thos purported to be ideal by our society. This may or may not be a temporary trend, and those students who are discontinuing their educations at the present time may well decide to re-enter the higher education system at a later time. Whatever the reasons, the implications for the future of high education as it is is now are many.

Several of the NASULGC institutions have found the application slow-down to be a help rather than a hindrance. At one university where applications decreased 41.24 percent for Fall 1973, it was reported that the decline was expected and that the resulting decreases in enrollment, predicted to be 9.5 percent, would enable a satisfactory student-faculty ratio to be achieved. Other institutions were pleased that they have to reject fewer qualified applicants than in the past. Still others felt that late applications would reduce the percentage of decline considerably.[8]

Elsewhere, however, concern over dwindling enrollment remains high in anticipation of further declines in the future. Such declines appear to be a certainty when one considers that between 1960 and 1970 there was a decrease of 15 percent of children under 5 years old, and since then a birthrate of zero population growth.[9] The effects on the institution as a whole will be visible due to such a drastic decline in students.

> The effect on the demand for faculty will be dramatic. As the rate of growth in enrollment declines, the need for additions to faculty will also taper off. Turnover of faculty members will undoubtedly decline as new hiring falls off, and in the 1980's additional faculty members will be needed only to replace those who retire or die before retirement. (10 p. 111)

In addition, financial losses due to cutbacks in enrollment and loss of tuition fees will put more of a burden on the state and federal governments. Educational facilities needed, built, and used during a period of enrollment growth will become less flexible and innovative because of a slow or stagnant rate of turnover among faculty.

ECONOMIC FACTORS BEHIND DECLINING ENROLLMENTS

The 1960's was the golden age for Higher Education. Vast amounts of State and Federal monies were made available for Higher Education. Continually growing enrollments made unrestrained optimism the accepted viewpoint.

However, because of serious enrollment declines in the 1970's even guarded optimism is misplaced.

ECONOMIC CAUSES OF ENROLLMENT DECLINE

1. Economy is sick-operating with high unemployment and inflation. Difficult to place graduates in tight job market.

2. Inflation and unemployment reduce a family's available income for educational expense.

3. Students subject to last hired-first fired syndrome. Student finds it hard to find jobs, hard to finance education.

4. Inflation reduces family's purchasing power. Family's have to dip into family savings, which might have been reserved for education.

5. Higher educational institutions raise tuition.

6. Family's income falls - state and city revenues fall - less taxable income.

7. In the past the purchase of a Higher Education was an investment in the future not a consumption. A Higher Education provided psychic and financital awards. Now the number of college graduates has increased, competition for jobs has increased, the asking price for a college graduate falls.
   A non-college graduate, now has a greater degree of marked power because of unionization.
   Why pay $5,000 for four years of college, if I can make a good salary driving a truck?!

8. Psychic Award of College Education no longer powerful selling point. The security, challenge, and meaning that the college graduate wanted in a job may not exist.
   Many college graduates end up with non-challenging, paper shuffling jobs.
   Students turn away from college to find a meaningful life.

Lyman A. Glenny of the Center for Research and Development in High Education at the University of California, Berkeley, feels that many colleges and universities will be unable to survive unless they "respond creatively" to the social, political and economic trends of the present.[9] He feels that administrators and faculties cannot look on present trends as being temporary, and advises that realistic policies and programs be developed with those trends as being of utmost importance for planning the future of higher education.[9]

1. the decline in the birthrate between 1960 and 1970 that will account for fewer college age students in the future;

2. a possible "funding plateau" for higher education as state and federal governments increasingly recognize and expand funding to other social priorities such as health care and ecology;

3. the need for master planning of higher education at the state level a means now required before institutions can receive federal aid; and

4. the trend dictating that students of the future will be paying a greater percentage of their educational costs, either directly or out of future earnings, a trend that may or may not dissuade students from entering college.

Thus, planning is the key word in looking into the future of higher education. We must look at the trends not only in terms of numbers of students to be served, but in types of students to be served as well. For if the right kind of post-secondary education is not offered, students will be less inclined to spend the time or money to earn a degree.

Marketing Tactics and Recruitment

This writer believes the first project involved in a recruitment program should be to construct a written marketing plan. This encourages systematic thinking ahead, systematic preparedness for the future and, to as great a degree as possible, for control of the future. We know where we are going, why and how we are going to get there. A written marketing plan leads to better coordination of the various people, departments and functions which are involved or will be involved in the future. Each of the various elements that has a bearing on the operation knows exactly where it fits in, what is expected of it, when it has to be done, and why.

A marketing plan also sharpens objectives and guiding policies, or perhaps it creates them for the first time in specific terms. It's all too easy to go blissfully along from day to day doing what seems most needed today or tomorrow, solving the hundreds of crises that arise every day, and ignoring the end objective altogether. Such a plan also leads to the development of standards by which we can control our efforts as we go along and with which we can evaluate our efforts when completed.

A marketing plan for the Community College of Baltimore should include six essential steps: diagnosis, prognosis, objectives, strategy, tactics, and control. In the diagnosis I suggest we would want to know from what geographic area our student body comes and what type of students we are getting, and I would like to relate the type of student we are getting to the geographic area. A reasonable definition of the characteristics of our current students, our applicants, and our potential students who for some reason are not applicants, would be desirable. We need to know the standard demographic details such as age, dex, geographic area, family makeup, family income, parent's occupation, religious affiliation. We also need to have an academic profile of the students we attract, which might include high school grades, areas of study, potential major subjects, ACT scores, and class ranking.

Part of the diagnosis should be a history of our efforts at admissions. We must look at what we have done in the past to get where we are now. While we are doing that, we will presumably be able to decide which of those things that we have done has been the most successful. What type of recruiting? In what area? What are the characteristics of the students that are the most desirable characteristics and the least? Who are our competitors? What tactics are they using? How effective are they for them? Could they be effective for us too?

A good deal of the diagnostic process involves old fashioned market research. Before we diagnose the present situation we must have the broad data on exactly where we are. Gathering these data could be as simple as distributing questionnaires to various groups at the proper time. One questionnaire might be sent along with the initial package of materials that we send in response to the first inquiry of a potential student. Another might be sent at the time we advise a student of his acceptance. Another when he has advised us of his intentions to attend some school other than ours. Still another could be part of the orientation program when he arrives on campus. Other questionnaires would be valuable when a student advises us that he will not be returning for the next semester, and at the time he formally declares a major. Certainly one should be aimed at the graduating student, for this is our real end product. The research for diagnostic purposes should not all be directed to the student and certainly not all in questionnaire form. I urge that research be initiated by faculty and staff through personal interview and group seminars.

Once the diagnosis is completed, I would then prepare the prognosis: a projection of where the college is heading, in terms of admissions, based on our past history and our diagnosis of current trends. The ideal situation would be to have continuing market research that had been done consistently over the years. Since this is not available, I would still make an attempt to piece together the direction based on whatever information was available.

Armed with the diagnosis and the prognosis, I suggest we begin to set specific objectives for the admissions program. To some degree this will involve over-all

planning and goal setting for the entire college, so it must be done in complete communication with the top management of the college. Goal setting is, to me, the single most important part of marketing planning. We should be as specific as possible about these goals or objectives and should include total enrollment for the coming year and subsequent years, mix between male and female, geographic area, scholastic standing, major fields, and other characteristics that we determine about our student body from the diagnosis and the prognosis.

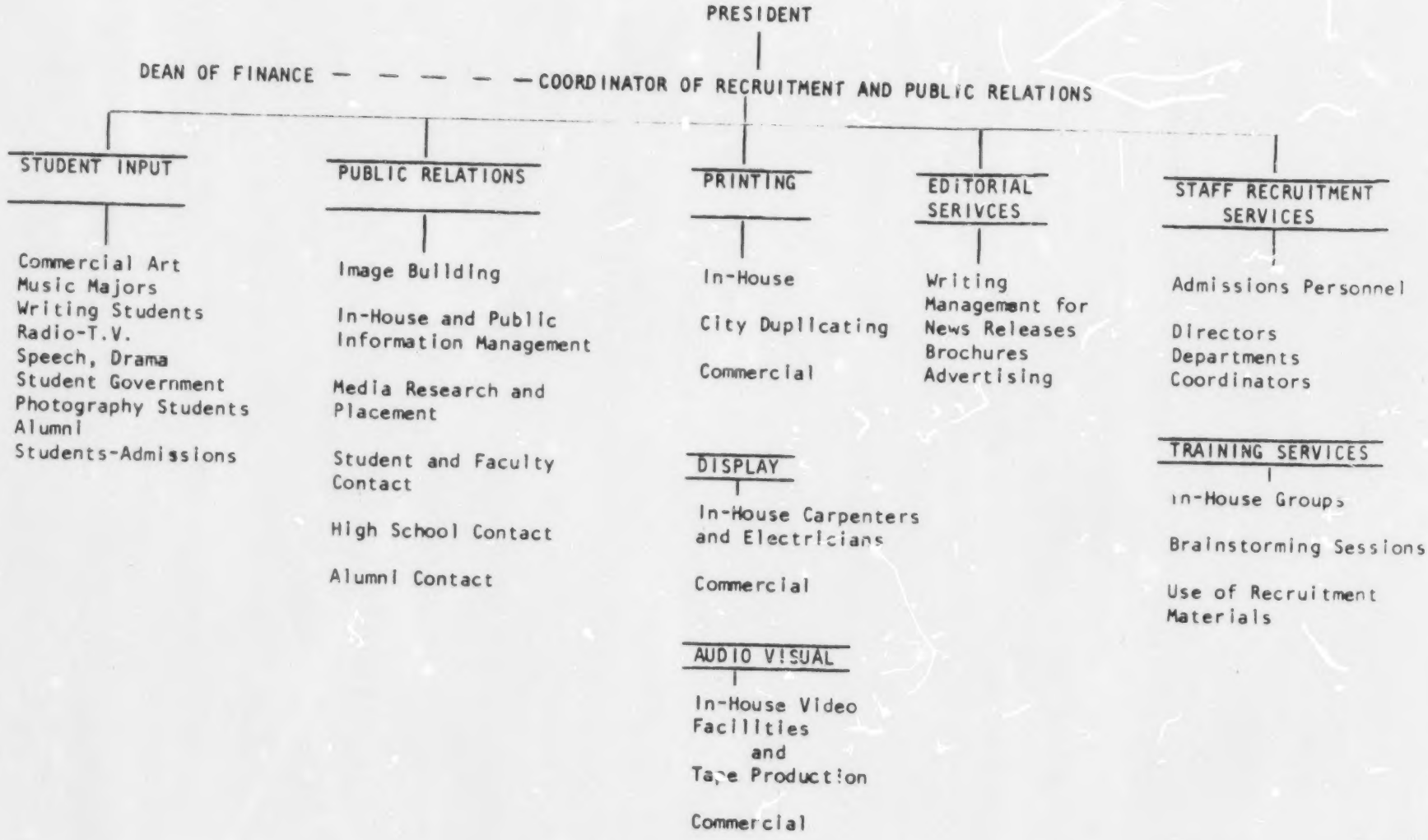
Goal setting is divided into short and long-range goals. Naturally the short-range goals will be easier to construct than the long-range goals. Also it follows that the short-range goals should not be in conflict with the long-range goals. The goal process certainly must include the development of staff, faculty and alumni.

Once the objectives are set, we should determine the strategy that will be used to achieve these objectives. Specifically, this involves (1) personnel, (2) budgeting, and (3) a detailed examination of every method C.C.B. uses or might use to communicate with potential and current students.

Personnel

In regards to personnel, I suggest a re-organization of recruitment effort as laid our in the chart on the page following.

This re-organization is needed not only for recruitment but is essential for promoting better communication among the college community internally and externally.


PRESIDENT
DEAN OF FINANCE
COORDINATOR OF RECRUITMENT AND PUBLIC RELATIONS
STUDENT INPUT
Commercial Art
Music Majors
Writing Students
Radio-T.V.
Speech, Drama
Student Government
Photography Students
Alumni
Students-Admissions
PUBLIC RELATIONS
Image Building
In-House and Public Information Management
Media Research and Placement
Student and Faculty Contact
High School Contact
Alumni Contact
PRINTING
In-House
City Duplicating
Commercial
DISPLAY
In-House Carpenters and Electricians
Commercial
AUDIO VISUAL
In-House Video Facilities and Tape Production
Commercial
EDITORIAL SERIVCES
Writing
Management for News Releases
Brochures
Advertising
STAFF RECRUITMENT SERVICES
Admissions Personnel
Directors
Departments
Coordinators
TRAINING SERVICES
In-House Groups
Brainstorming Sessions
Use of Recruitment Materials

Budget

In regards to the budget, I submit the following budget as a financial guideline for recruitment.

PROJECTED BUDGET FOR RECRUITMENT - FY '74

Giveaways. $300.00

decals
bookmarks
mobiles - dayglo colors
others

Billboards 2,603.75

500 small posters -	$173.75	FY '73	700
500 small posters -	140.95	FY '74 -	1,400
500 small posters -	189.05		2,100
	$503.75		

Posters. 300.00

Slide (tape presentation). 2,500.00

(Mobile pre-packaged audio-visual presentation to enhance the image created in recruitment)

Brochures. 650.00

(a new brochure with emphasis on unique courses, facilities and curricula)

Newspaper Ads 2,000.00

Recruitment Portable Display 900.00

(Two portable units each including a section for dispensing brochures and a section making use of posterized photographs which will visually communicate a strongly favorable image of the College. This will be used by recruiters in visits to high schools and elsewhere.)

Maintenance and Refurbishing of "cube" display (including re-design of visual materials used). 200.00

TV Spots 2,500.00

Budget (continued)

Bus Cards	300.00
Mobiles	500.00
(to be used as semi-permanent display in guidance counselors offices with possible additional application as a "giveaway")	
Miscellaneous	500.00
Total	$ 13,253.75
Dr. Kobre's budget	6,400.00
Grand Total	$ 19,653.75

Dr. Sidney Kobre

PROPOSED BUDGET FOR
NEWS BUREAU
1973-74

Fall Publicity Campaign -- Day and Evening Classes August, 1973	$2,000
Daily Newspapers Sunday Sun Educational Supplement News-American Educational Supplement	
Community Newspapers Guide, East Baltimore Northwest Star Community Times Belair Rd. Booster Barkville Reporter Afro-American	
Radio Broadcasts	
Special Cultural, other Events Sept. december	200
Spring Campaign , December-January, 1974 Day and Evening Classes	
Daily Newspapers Sunday Sun	
News-American	
Community Newspapers	$2,000
Radio	
Fall-Summer Campaign April-May, 1974 Summer Sessions, Day and Evening	
Daily Newspapers Sunday Sun	
News-American	
Community Newspapers	
High School Bulletin	$2,000
Special Events	$200

This is about the same as we use yearly. The advantage of knowing what the budget would be also is that I could [illegible] on it at the last minute. (٢٧٤)

Recruitment Methods/Tactics

In regards to the methods we use for recruitment, I suggest the following recruitment methods/techniques. [The following techniques are divided into two categories: Implemented, Recommended For Implementation]

Implemented

1. Emphasis on high school recruitment - direct student recruitment
2. Feeding articles into high school papers
3. New summer programs - special recruitment
4. Registration in high school - prompt admissions innovation, on-location admissions
5. Meeting and tour with public school principles
6. Meeting with City public and parochial school counselors and tour
7. Meeting and tour for City Councilmen
8. Harbor Campus Publicity
9. Special program offerings for high school honor students
10. University of Baltimore testimony by President
11. Faculty response in securing student assistance in recruiting
12. Visitation to community groups
13. Veteran recruitment
14. Evening Division Faculty who are teaching at high schools (daytime) utilized as recruiters
15. Letters to all graduating high school students in Baltimore City Public Schools
16. Personal telephone calls
17. Periodic letters from admissions office
18. Students contacted by letter, telephone, or personally by department
19. Group visits to campus
20. Certificates of admission
21. Conference for honor students on campus
22. Dean of Student Activity letter including handbook

23. Campus visitation days for students and parents

24. Special programs for minority students on campus

25. Area meetings of prospective students/Faculty recruitment co-ordinators given time to recruit.

26. Required interviews

27. Use of students in admissions office

28. Distribution of unique curriculum offerings in brochure form

Recommended For Implementation

1. Complete adoption in entirety of the January 10th 1973 Meeting of Additional Services Sub-Committee of Academic Services - see Appendix

2. Adoption of Retention-Attrition Report submitted by committee - see Appendix

3. Purchase of Barton-Gillet public service announcement - see Appendix

4. Adoption of Budget - see page

5. Adoption of Re-Organization Plan - see page

6. Day-Care for children of parents taking courses and/or co-op day-care center with neighborhood churches

7. Adoption of Marketing Strategy specifically outlined below.

As previously mentioned, higher education, especially in the area of recruitment must utilize the marketing concept and techniques. C.C.B.'s marketing strategy has a 4-point plan: Persuasion, Prices, Products, Distribution.

Persuasion

Persuasive efforts should include advertising, (posters, bulletins, media, coverage - newspapers, T.V. and radio, communicating activities publicized and personal selling direct contact with students, other).

Prices

Low cost tuition
Low cost transportation
Financial aid of various sorts

Product

The tangibles and intangibles of education examples:

Academic offerings
Vocational offerings

Occupational offerings
Allied health offerings
Continuing education general and occupational
Maximum choice of educational programs
Wide spectrum of extra-curricular student activities
Human influence - center for discussion, cultural center, personal exploration
Total educational experience, opportunity or self-development

Distribution

Day & Evening on-campus
Public Places
TV
Home Study - University without walls
CLEP
Work-Study Options
Travel For Credit
Other Innovative Processes

8. The following questions should be asked in the planning of any publication:

To what audience is the piece directed: prospective student, parents, alumni, high school counselors, transfer students, veterans, adults, church groups, the general public?

What type of distribution will it have: general mailings, high school counselors, admissions centers, churches, handouts?

In what numbers will it be needed: hundreds, 1,000 to 5,000; 5,000 to 10,000; 10,000 to 20,000; 20,000 or above?

Will it require a postage paid, perforated return card?

Will it require specially printed envelopes, or can it be done for standard #10 size envelopes?

Is the weight such that the brochure or a personal letter will weigh less than one ounce?

Are the pictures and colors lively and attention getting?

Is the copy simple, clear and concise? And does if fit the interest of the recipient?

At what stage of the initial interest or application process is it designed for?

Does each piece tie into a general theme?

What is the unit cost and reprint cost?

When rough copy and layout is received, is it evaluated by students and administrators?

Finally, the marketing plan that C.C.B. produces should include some controls. We must set up some measures to continuously evaluate our efforts, particularly in

our strategy and tactics. This becomes a simple matter if we have been specific enough about our original goals and if we take the time to maintain the proper records to give us the control as we go along. Proper controls allow us to evaluate the marketing plan as it is working and to make any adaptation necessary to repair areas that break down and to handle any change in circumstances that alters our original assumptions. The right controls also permit us to evaluate the plan when it is time to write the next one. And we should be writing a marketing plan each year.

APPENDIX

March 14, 1973

Dear Harry:

As I think you know, Barton-Gillet has decided to produce at least one public service announcement that can be syndicated across the country for various community colleges to use in assisting their student recruitment needs.

Joel Bagby, whom I think you have met, is our Project Director. He has been on your campus several times and has received excellent cooperation from your associates in planning for this production.

He reported to me last week that there was some concern about any financial commitment on the part of Community College of Baltimore. There is approximately none, however, you will recall my saying that the only way we can be reimbursed for this effort is to sell these spots on some kind of exclusive basis to a community college in a metropolitan area. It is our guess, at this time, that the cost will be no more than $1500, plus $150-$200 for personalization (that of adding the college's name), and it may be as little as $500-$750 (plus personalization costs), depending on how we fare in pre-selling these spots to other colleges.

Joel said that you asked for a letter along this line. Hope this is the information you wanted. As I recall when you and I talked about money, you said you thought somewhere between $1,000-$2,000 could be financed out of your budget for such an effort. It was with this in mind that we decided to proceed.

Sincerely,

David W. Barton, Jr.
President

Dr. Harry Bard
President
Community College of Baltimore
2901 Liberty Heights Avenue
Baltimore, Maryland 21215

January 10th Meeting of Additional Services Sub-Committee of Academic Services

A major problem facing the college now and in the future is that of communication. There is an increasing need for improvement in the disssemination of information to students, faculty and other members of the college. Furthermore, the community as a whole is woefully unaware of the activities and courses offered by the college. The image of the college at present is a poor one, judging from the low student morale and dropping student enrollment figures. In large part this is due to lack of knowledge of the value of C.C.B.'s offerings by students and community alike. Hence, this committee addresses itself to Communication, the dissemination of information both within the college and in the community as a whole. Its considerations will be of both immediate and long range measures to improve the image of the college through communication.

MAR 13 1973

MAR 13 1973

Image Building through Communication

INTERNAL IMMEDIATE

1. T.V. monitors throughout the college
   a. to flash announcements; primarily visual, however, no noise pollution.
   b. "candid" camera of student activities (eg. student drawing, playing instrument).
   c. Student responses to topical questions.
   d. Cartoons
   e. Show series of images on "crawl".
   f. Reminders of classes.(Use cartoons, T.V.'s in cafeteria and other strategic locations). T.V.'s and camera already available.
   g. Student participation in production could be categrated into independent study program.

2. Lighted kiosk, communications center outdoors on campus.

3. Use school publications for communications.
   a. Design format for Departmental Ads for Crier.
   b. Praxis
   c. "Good News" calendar
   d. "Courtier"
   e. Catalogue
   f. "Nexus"
   g. "Faculty Newsletter"
   h. Brochures
   i. Stuffers for envelopes to go in college mailings. eg. sports schedules.

4. Involve parents of students in college activities- contact them through regular school mailings or letters from departments.

5. Inform faculty members of all possible channels of communication.

INTERNAL LONG RANGE

1. Investigation of present communications system and recommendations for improvement.

EXTERNAL IMMEDIATE	EXTERNAL LONG RANGE
1. Competitive Advertising	1. same
2. Identify prime audience and appeal to them	2. same
3. Revamp display materials; changing displays rotating among high schools etc., more sophisticated in nature. Incorporate transparencies of equipment and facilities available at CCB.	3. same
4. Consistency among various segments of college advertising.	4. same
5. Bring in junior high school, high school and senior citizens (SAGA) for on campus activities.	5. same
6. Day care center coordination to encourage community to participate in college activities.	6. same
7. Send notices of school activities to churches and other community organizations.	7. same
8. Utilize other publications in city to promote college activities.	8. same
9. Displays in public buildingseg., Pratt Library, city hall.	9. same
10. Invite outside sources for brainstorming.	10. same
11. Poll industry for ways in which they can help us and/or we help them help community.(Cocktail party for this purpose!)	11. same
12. Liberty Heights Billboard on hillside in front of college. Design by sculpture students building by Egr. Tech. students to advertise special events.	12. same
13. Students teams to visit schools in recruiting efforts. Also, campus guides (possibly as an honorary society).	13. same

Adopt

Feasibility

1. Use of departments; involve as many as possible.

2. Use of faculty through release time.

3. Use of students
   a. class projects where applicable (eg., billboard)
   b. independent study projects
   c. Voluntary or paid activities (eg., student guides).

4. Funding
   a. Old "unused" class gift money.
   b. S.G.A. funds to advertise student activities.
   c. Approach Advertising Council, Donnely Women's Advertising Club, Public Service Radio etc., for free advertising.
   d. Solicit funds from Fraternities, Sororities, etc.
   e. Solicit funds from industries.
   f. Tie into Federal Funding through involvement with organizations which are Federally Funded (eg., SAGA).

5. Political connections which can be utilized: Mayor Schaeffer, Hyman Pressman, Barbara Mikulski.

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